



**INTERNATIONAL
MAARIF SCHOOLS**



**PARENT
GUIDE
TO THE
IB PYP**

IB Mission Statement



The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international educational and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right

IMS Mission Statement

To become a pioneering educational institution nurturing internationally minded lifelong learners who use their knowledge for the prosperity of humanity.



IB PYP



INTERNATIONAL BACCALAURETTE PRIMARY YEARS PROGRAMME

CANDIDATE STATEMENT

International Maarif Schools, Islamabad is a Candidate School* for the IB PYP. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that International Maarif Schools, Islamabad believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programme, visit www.ibo.org

INTERNATIONAL MAARIF SCHOOLS
ISLAMABAD

     @PakTurkMaarif

 www.pakturkmaarif.edu.pk

What is IB PYP?

The Primary Years Programme (PYP) is for children aged 3-12. It is typically followed by the Middle Years Programme (MYP) and Diploma Programme (DP). All of these are part of the International Baccalaureate (IB). A PYP school is student-centered, focused on collaborative inquiry, internationally minded, and transdisciplinary

The PYP framework can be examined in these three parts:



**The Learning
Community**



**The Learning
and Teaching**



The Learner

The Learning Community



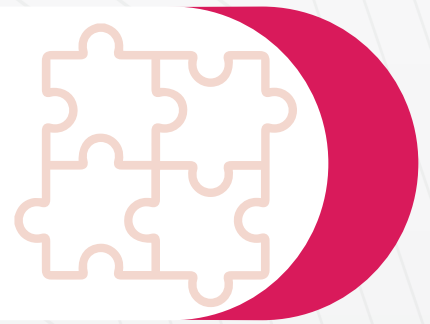
An essential part of a PYP school is the partnership within the learning community including students, parents, families, teachers, the school community and the local community. Learning in a PYP school is relevant to the local and global communities and focuses on the interdependence of the community. PYP school communities work together to help children become internationally minded, lifelong learners who help make the world a better place.

The Learning and Teaching

In the PYP, learning is engaging, relevant, challenging, and significant. Learning becomes meaningful because of authentic experiences. Learning and teaching in the PYP can be described as transdisciplinary, conceptual, and inquiry based. These are further explained below

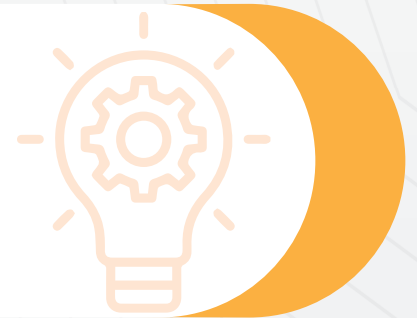
■ Transdisciplinary

Instead of disconnected subjects, transdisciplinary learning goes beyond subjects and is relevant to the real world. Learning is organized in 6 Transdisciplinary Themes (listed in IB PYP Terminology) that are revisited each year



■ Conceptual

There are 8 Key Concepts (listed in IB PYP Terminology) that are the lens for how students view topics and organize their understanding. Instead of surface-level facts, conceptual understanding requires critically thinking. These concepts can transfer across subjects. For example, students can examine the form of a painting, the form of equivalent fractions, the form of an essay, or the form of an atom.



■ Inquiry-Based

Inquiry-based learning is collaborative, meaningful and often hands-on. Student curiosity, agency, and exploration is encouraged and developed. The Unit of Inquiry (UoI) is collaboratively planned by teachers and includes one central idea, the primary statements that frames the inquiry, as well as several lines of inquiry that further define potential pathways of the inquiry. Opportunities for students to develop the specific learner profile attributes and skills (ATLs) are incorporated into each unit of inquiry.



The Learner

The foundation of the PYP is that students are key members of their own learning with the ability to wonder, inquire and understand the world around them. PYP schools seek to develop students natural love of learning and encourage agency. Below are some of the key aspects of the PYP that focus on the development of learners



The Learner Profile

There are 10 attributes (listed below in the IB PYP Terminology) that the PYP community seeks to develop and demonstrate in order to be internationally minded and encourage social, emotional and intellectual growth.

Approaches to Learning

These are a set of skills and subskills (listed below in the IB PYP Terminology) that correlate with many of the learner profile attributes. Students are provided opportunities to develop these skills in each Unit of Inquiry. This is essential to the PYP because of the belief that learning how to learn is fundamental for a student's education.

Action

Action is an outgrowth of the student's inquiry into relevant topics. Developing international-mindedness, and agency leads to student action, wither individually or collectively. Student-initiated action can be in the form of participation, advocacy, social justice, social entrepreneurship, or lifestyle choices.

IB PYP TERMINOLOGY



APPROACHES TO LEARNING (ATLs)



Communication Skills:

Includes the following subskills:

Reading & Writing, Listening & Speaking, Interpreting Body Language, Using Technology



Research Skills:

Includes the following subskills:

Formulating & Planning, Data Gathering & Recording, Synthesizing & Interpreting, Evaluating & Communicating, Media-literacy skills & Ethical use of technology



Self-Management Skills:

Includes the following subskills:

Organization of tasks & Time management, Mindfulness, Perseverance & Self-motivation, Emotional management



Social Skills:

Includes the following subskills:

Social intelligence, Collaboration, Self-control, Managing setbacks, Supporting peers



Thinking Skills:

Includes the following subskills:

Analyzing, Evaluating, Generating new ideas, Considering new perspectives, Transfer of skills and knowledge, Reflection

IB PYP TERMINOLOGY



THE SPECIFIED CONCEPTS

Form - What is it like?

Function - How does it work?

Causation - Why is it like it is?

Change - How is it changing?

Connection - How is it connected to other things?

Perspective - What are the points of view?

Responsibility - What is our responsibility?



TRANSDISCIPLINARY THEMES



WHO WE ARE



WHERE WE ARE IN PLACE AND TIME



HOW WE EXPRESS OURSELVES



HOW THE WORLD WORKS



HOW WE ORGANIZE OURSELVES



SHARING THE PLANET

LEARNER PROFILE

INQUIRERS

We nurture curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, explaining knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a sense of fairness and justice, and with the respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values of traditions and others. We seek and evaluate a range of points of view, and we are willing to grow from the experiences.

CARING

We show empathy, compassion and respect. We have commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people with the world.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.